



Communities That Care

# Community Resources Assessment Training

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Preparing  
a Report

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Trainer's Guide  
(60 minutes)

Module 4

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### Mouse-Click Icon

*(for a computer-based presentation)*

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)

## Module 4

Communities That Care

## Preparing a Report

Slide 4-1



## Notes

**Mental Set**

*Imagine that one day all of the nation's meteorologists decide to stop forecasting the weather on television and radio, in newspapers and on the Internet. Instead, they only collect and analyze information about the weather.*

*How might that affect you? You might have a harder time getting ready in the morning—you might not know whether to carry an umbrella or wear sunglasses. You might have trouble deciding whether to plan a picnic for Saturday or go to a movie. You would be affected because even though the meteorologists would still be collecting and analyzing information they would not be sharing the results.*

*Collecting and analyzing information is only part of the picture—information is useful only if it is accessible to those who need it.*

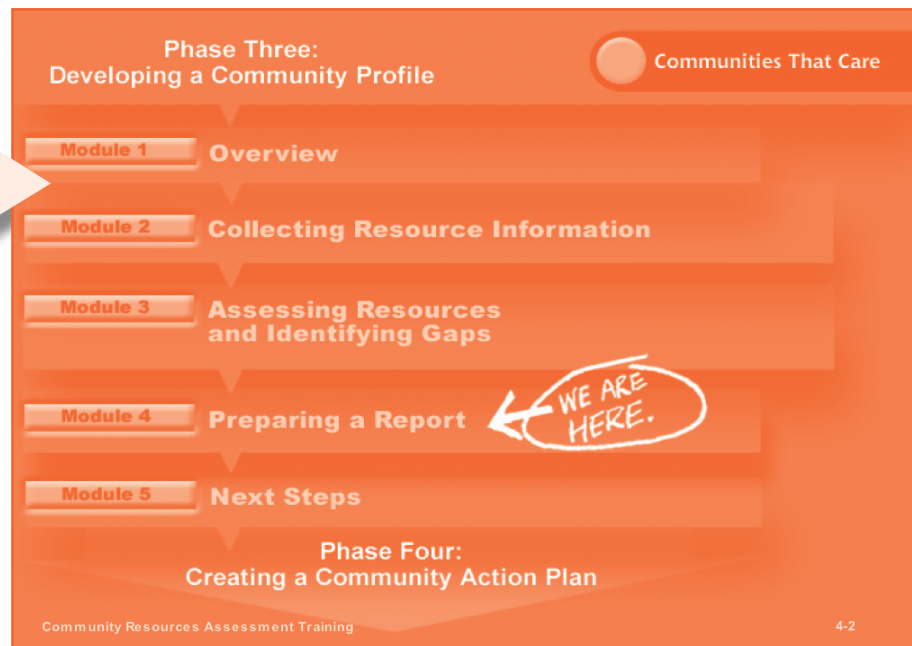
*In this module, we'll look at how you can make the information from your resources assessment accessible and useful to the stakeholders in your community.*

# Module 4



Slide 4-2

# Notes



Review the slide.

## Module 4 goal:

Communities That Care

Prepare participants to develop and distribute a Resources Assessment Report.



Slide 4-3

# Notes

Review the slide.



## Slide 4-4

# Notes

## Objectives

Communities That Care

1. Understand the purpose of the Resources Assessment Report.
2. Identify potential audiences and uses of the report.
3. Learn how to format and organize the report.
4. Plan for the distribution of the report.



Community Resources Assessment Training

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Review the slide.

## What information does the Resources Assessment Report present?

- A comprehensive description of community resources available to reduce priority risk factors and enhance priority protective factors
- Information about gaps, issues and barriers related to the resources

Community Resources Assessment Training

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Slide 4-5

# Notes

### Objective 1: Understand the purpose of the Resources Assessment Report.

Review the slide.

*The Resources Assessment Report is a comprehensive description of the results of your resources assessment. The report details findings on the resources currently working to ensure healthy futures for your community's children. The report identifies your community's tested, effective resources and discusses gaps in your community's response to its priority risk and protective factors. Finally, the report offers recommendations that board members will use to develop the Community Action Plan.*





Slide 4-6

# Notes

## Completing the report

Communities That Care

1. Identify target audiences and uses.
2. Determine content and format.
3. Determine who will write the report.
4. Submit a draft for Key Leader approval.
5. Distribute the report to stakeholders.

Community Resources Assessment Training

4-6

### Objective 1: Understand the purpose of the Resources Assessment Report.

*The steps to completing the report are:*

Read each item as you click it onto the screen and elaborate as follows:



→ When preparing your report and planning how to distribute the information, it's important to consider who will read the report and how they will use it. In a moment, we'll explore the possible audiences and uses of your community's report.



→ The next step is to gather all the information you have collected and organize it according to how you plan to report on it. You'll need to decide what information to include and how to effectively present it.



→ The people who actually prepare the report need the skills and expertise to write the narrative and format the information.





*You will want to provide a draft of the executive summary to the Key Leader Board and/or the Community Board Executive Committee for final approval before you release the full report to the general public. This enables community leaders to offer suggestions for fine-tuning the report, and to prepare for the public's response to the assessment.*



*Once the report is finalized and approved, you'll need to distribute the information in a format appropriate for each target audience. For example, some readers will need the full report, while others will need only an executive summary.*

# Notes



Slide 4-7

## Notes

### Potential audiences

Communities That Care

- Key Leaders and Community Board members
- Community members
- Grant-seeking agencies
- *Communities That Care* work groups



Community Resources Assessment Training

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### Objective 2: Identify potential audiences and uses of the report.

There may be a variety of people and organizations in your community interested in the Resources Assessment Report—for different reasons. It's important to consider the possible audiences for the report (and how each audience might use the information) before you begin writing. Clearly defining the audience can help you develop a report that effectively meets each reader's needs.

Review each item as you click it onto the screen.



The information in the Resources Assessment Report can bolster support for the Communities That Care effort among Key Leaders and Community Board members, and help you recruit new members for both boards.



The report can raise awareness about your community's strengths and challenges, and about the Communities That Care effort. The report may also help increase community members' awareness and use of current tested, effective resources and build support for the Community Action Plan.



A variety of agencies in your community may be interested in using the report to demonstrate need in grant proposals.



The report is key to developing your Community Action Plan. The report will be used in Phase Four to assist in the selection of new tested, effective programs, policies and practices to implement in your community, and to develop systems-change strategies to expand or enhance existing resources.

## Audience analysis

Communities That Care

1. Brainstorm target audiences.
2. Complete the Audience Analysis Worksheet for your assigned audience.
3. Present your results.

Community Resources Assessment Training

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Slide 4-8

# Notes

### Objective 2: Identify potential audiences and uses of the report.

You also need to consider the key messages you want to convey to your intended audiences. For example, to achieve approval and buy-in of Key Leaders and Community Board members, you may want to send the message that the Communities That Care process is moving forward and that the information presented is sound. You could do this by highlighting the achievements of the Resources Assessment and Evaluation work group, describing the process used to identify tested, effective resources and gaps, and emphasizing the usefulness of the information to the Communities That Care effort.

The following activity will help you begin to think about the different audiences that will read the report, and about the messages you want to convey to each.

### Activity: Audience analysis

**Time:** 30 minutes

#### Instructions:



As a group, take about 10 minutes to brainstorm potential audiences of the Resources Assessment Report. Make a list on an easel sheet. (You can start with the list on the previous slide and have participants add any others they can think of, such as schools, the business community, the media, law enforcement agencies, faith communities, foundations and other grant providers.)



Ask participants to break into enough small teams to cover all the potential audiences on their list. Assign an audience to each team. Have the teams complete the Audience Analysis Worksheet in their guides. Allow about 15 minutes.

Ask someone from each team to present a 1-2 minute summary to the larger group.

# Audience Analysis Worksheet

### Directions

1. Consider the particular needs and interests of the audience assigned to your team. Discuss and answer the questions below as a team.
2. Select a member of your team to give a 1-2 minute summary to the larger group.

**Audience:** \_\_\_\_\_

**How will this audience use the resources assessment information?**

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**What information will this audience be most interested in seeing in the Resources Assessment Report?**

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**What key messages do we want to convey to this audience?**

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**What else do we know about this audience that might affect how they read the report (time demands, etc.)?**

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**How can we present the information so that it is most useful to this audience and conveys the key message(s) identified above?**

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## Organizing your information

- Gather worksheets and other information sources.
- Determine how you will present the information. Possibilities include:
  - by priority risk factor
  - by community sector
  - by resource strategy.

Community Resources Assessment Training

4-9



Slide 4-9

# Notes

### Objective 3: Learn how to format and organize the report.

In the next part of this module, we'll look at ways to organize your information and format the report. Keep in mind that there's no one right way to prepare a Resources Assessment Report. You should tailor your content and format to the key messages you want to convey and to the particular needs of your intended audiences.

The first step in preparing the Resources Assessment Report is to gather the information you need. You'll need to make sure that you have:

- a completed resources inventory (from Module 2)
- completed surveys from all resources to be assessed
- completed worksheets from Module 3—the Survey Summary Worksheet, Gaps Summary Worksheet and Resources Summary Worksheet.

You may want to designate a central location where you can store returned surveys and completed worksheets. This way the information will be organized and accessible when you are ready to begin writing the report.

You'll also need to decide how you will organize the information within the body of your report. There are several possibilities:

- You can organize the information by priority risk factor. For example, you can discuss all of the resources and gaps related to academic failure in one section, and resources and gaps related to family conflict in another.
- You can organize the information by community sector. For example, you can discuss all resources that are based in schools in the same section.
- You can organize the information by resource strategy. For example, you can discuss all parent training programs in the same section.



Slide 4-10

## Notes

### Organizing your report

Communities That Care

- Cover page
- Executive summary
- Introduction
- Body
- Conclusion
- Appendices

Community Resources Assessment Training

4-10

### Objective 3: Learn how to format and organize the report.

*This is one way to organize the Resources Assessment Report.  
We'll look at each section in more detail shortly.*

Review the slide.

*Again, you'll determine the exact content and format that best meet your readers' needs. To give you a better idea of how you might present the information, though, there is an example of a more detailed outline on the next page of your guide.*

Review the outline.

# Sample Outline

## Anytown County Resources Assessment Report Outline

### I. Executive Summary

### II. Introduction

#### A. The Anytown County *Communities That Care* effort

1. About the *Communities That Care* system
2. Key accomplishments to date

#### B. The resources assessment

1. How the information was collected
2. How effective resources and gaps were identified
3. How to use this report

### III. The Resources Assessment Information

#### A. Priority risk factor #1

1. Resources
2. Gaps, issues and barriers

#### B. Priority risk factor #2

1. Resources
2. Gaps, issues and barriers

#### C. Priority risk factor #3

1. Resources
2. Gaps, issues and barriers

#### D. Priority risk factor #4

1. Resources
2. Gaps, issues and barriers

### IV. Conclusion

#### A. Tested, effective resources

#### B. Gaps, issues and barriers

#### C. Recommendations and next steps

### V. Appendices

#### A. Acknowledgments

#### B. Resource inventory





Slide 4-11

# Notes

### Cover page

Communities That Care

- Title
- Prepared by
- Date
- Sponsoring agency

**Resources Assessment  
Report**  
**Anytown County,  
USA**

Prepared by:

Date:

Community Resources Assessment Training

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### Objective 3: Learn how to format and organize the report.

Review the slide.

*There are a few things to note about the cover page:*

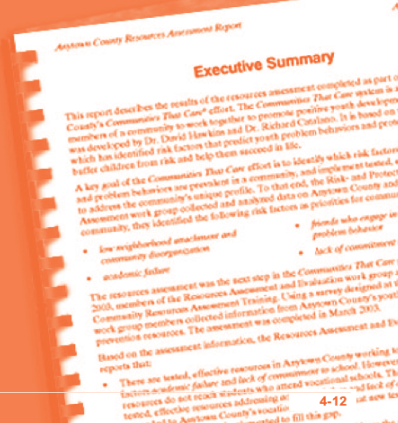
- *The title of your report should clearly reflect the information presented—for example, “Anytown County Resources Assessment Report” or “Anytown County Resources Assessment and Gaps Analysis.”*
- *Listing the names of the people who prepared the report provides recognition for their efforts. Moreover, it lets readers know who to contact if they have questions about the report.*
- *The sponsoring or “lead” agency offers financial and other support to your Communities That Care effort. Including the name of this agency provides recognition for this support and helps link your effort to a community institution.*

## Executive summary

Communities That Care

- Purpose and use of the report
- Who prepared the report
- How the information was collected
- Conclusions and key findings
- Recommendations for the next steps

Community Resources Assessment Training



Slide 4-12

# Notes

### Objective 3: Learn how to format and organize the report.

Not everyone will have time to read the entire report. The executive summary highlights the key findings and recommendations.

There is an example of an executive summary on the next page of your guide.

Allow about 5 minutes for participants to review the sample executive summary. Then, ask for volunteers to answer the following questions:

1. What priority risk factors has this community identified?  
[The priority risk factors are *low neighborhood attachment and community disorganization, academic failure, friends who engage in the problem behavior and lack of commitment to school.*]
2. What gaps exist in the resources that address *friends who engage in the problem behavior*? [Some of the resources have not been evaluated for effectiveness. Tested, effective resources do not reach rural or Spanish-speaking youth.]
3. What does the report say about the resources that address *low neighborhood attachment and community disorganization*? [No tested, effective resources address *low neighborhood attachment and community disorganization*. Tested, effective programs, policies and practices should be implemented to address this risk factor.]

# Sample Executive Summary

*Anytown County Resources Assessment Report*

*April 2003*

## Executive Summary

This report describes the results of the resources assessment completed as part of Anytown County's *Communities That Care* effort. The *Communities That Care* system is a way for members of a community to work together to promote positive youth development. The system was developed by Dr. David Hawkins and Dr. Richard Catalano. It is based on their research, which has identified risk factors that predict youth problem behaviors and protective factors that buffer children from risk and help them succeed in life.

A key goal of the *Communities That Care* effort is to identify which risk factors, protective factors and problem behaviors are prevalent in a community, and implement tested, effective programs to address the community's unique profile. To that end, the Risk- and Protective-Factor Assessment work group collected and analyzed data on Anytown County and, with input from the community, they identified the following risk factors as priorities for community planning:


- *low neighborhood attachment and community disorganization*
- *friends who engage in the problem behavior*
- *academic failure*
- *lack of commitment to school.*

The resources assessment was the next step in the *Communities That Care* process. In February 2003, members of the Resources Assessment and Evaluation work group attended the Community Resources Assessment Training. Using a survey designed at the training event, work group members collected information from Anytown County's youth-development and prevention resources. The assessment was completed in March 2003.

Based on the assessment information, the Resources Assessment and Evaluation work group reports that:

- There are tested, effective resources in Anytown County working to address the priority risk factors *academic failure* and *lack of commitment to school*. However, most tested, effective resources do not reach students who attend vocational schools. This report recommends that tested, effective resources addressing *academic failure* and *lack of commitment to school* be expanded to Anytown County's vocational schools, or that new tested, effective programs, policies or practices be implemented to fill this gap.
- There are several resources in Anytown County that address the risk factor *friends who engage in the problem behavior*, but some have not been evaluated for evidence of effectiveness. Many of the tested, effective resources are unavailable or inaccessible to youth in the rural areas of Anytown County. Furthermore, tested, effective resources fail to serve Spanish-speaking youth in Anytown County. This report recommends that board members develop plans to supplement untested resources with tested, effective programs, policies and practices. Furthermore, board members should consider ways to expand or enhance the existing tested, effective resources to reach a greater number of Anytown County's youth.
- There are no tested, effective resources in Anytown County that address the risk factor *low neighborhood attachment and community disorganization*. This report recommends that the Community Action Plan include proposals to implement tested, effective programs to address this risk factor.

## Communities That Care

- 
- ## Anytown County Resource Assessment Report
- # Introduction
- ### The Anytown County Communities That Care effort
- In the summer of 2002, Anytown County began implementing Channing Belton's Communities That Care (CTC) model. The system was developed by Dr. David Hawkins and Dr. Richard Loeber of the University of Washington, Seattle. It is based on the premise that communities can reduce the risk of youth violence and other problems that predict problem behavior and protective factors that be associated in life.
- The Communities That Care system helps community members work together to promote positive youth development. Anytown County implemented the system based on the community's vision that all young people in Anytown County achieve the community's vision that all young people become healthy adults who in turn contribute to the well-being of their families, schools and community.
- #### Key accomplishments to date
- In August 2002, community leaders attended a Key Leader Orientation.
  - In September, the Communities That Care Youth Survey was administered to all Anytown County schools.
  - Also in September, a Community Board was formed. Members of the board met and established a strategic plan for the Anytown County Communities That Care effort and achieved the various steps in implementing the system.
  - In December, the Risk and Protective-Factor Assessment was completed. This report identifies Anytown County's priority risk factors and protective factors.
  - In February 2003, the Resource Assessment and Evaluation was completed. This report identifies the results of that assessment.
- 4-13



Review the slide.

- *It's important to place the report in the context of the Communities That Care process. Your introductory section should include a brief description of the Communities That Care effort in your community, the vision statement developed in Phase Two of the Communities That Care process, and how this report will be used as part of the larger effort.*
- *For readers who are unfamiliar with the risk- and protective-factor framework, you can include a brief explanation of this approach.*
- *The introduction should also include a description of the assessment process.*
- *The introductory section should also cover any pertinent background information readers should know. For example, you might want to note any obstacles you encountered in collecting information or explain any information that's missing.*

Does anyone have questions about what information the introduction should include?

# Sample Introduction

*Anytown County Resources Assessment Report*

*April 2003*

## Introduction

### **The Anytown County *Communities That Care* effort**

In the summer of 2002, Anytown County began implementing *Communities That Care* system. The system was developed by Dr. David Hawkins and Dr. Richard Catalano of the Social Development Research Group at the University of Washington, Seattle. It is based on their research, which has identified risk factors that predict youth problem behaviors and protective factors that buffer children from risk and help them succeed in life.

The *Communities That Care* system helps community members work together to efficiently and effectively promote positive youth development. Anytown County implemented the *Communities That Care* system to achieve the community's vision that all young people in Anytown County grow up supported and nurtured by their families, schools and community, and become healthy adults who make positive contributions to society.

#### **Key accomplishments to date**

- In August 2002, community leaders attended a Key Leader Orientation.
- In September, the *Communities That Care Youth Survey* was administered to students in grades 6 through 12 in Anytown County schools.
- Also in September, a Community Board was formed. Members attended the two-day Community Board Orientation and established a structure for the Anytown County *Communities That Care* effort. This included forming work groups to achieve the various steps in implementing the *Communities That Care* system.
- In December, the Risk- and Protective-Factor Assessment work group released a Community Assessment Report that identifies Anytown County's priority risk factors and strengths.
- In February 2003, the Resources Assessment and Evaluation work group attended the Community Resources Assessment Training and developed a plan for completing Anytown County's resources assessment. This report details the results of that assessment.

### **The resources assessment**

A key goal of the *Communities That Care* system is for communities to develop a profile of the risk factors, protective factors and problem behaviors in their community, and to develop a plan for addressing the risk factors that are most elevated while enhancing protective factors.

This report supports the second step in that process. The Resources Assessment and Evaluation work group has collected information about the resources that address Anytown County's priority risk and protective factors. The work group used survey information and input from the community to identify Anytown County's tested, effective resources, as well as the gaps in those resources. Coupled with the Community Assessment Report, the information contained in this report will serve as the foundation for Anytown County's Community Action Plan.

# Sample Introduction cont'd

*Anytown County Resources Assessment Report*

*April 2003*

## **How the information was collected**

During the Community Resources Assessment Training, work-group members created an inventory of resources related to Anytown County's priority risk and protective factors. Next, work-group members designed a survey to gather relevant information from each resource listed in the inventory. The survey was used to confirm whether each resource addresses one or more of Anytown County's priority risk or protective factors. Additionally, the survey questions helped work-group members identify each resource's goals and strategies, target population, evaluation history and evidence of effectiveness, and any gaps in, issues with or barriers to service.

Surveys were mailed to all resources listed in the inventory. Of 37 surveys sent, 35 were completed. As a result, no information was available to complete assessments for two of the resources listed in the inventory.

## **Assessment details**

Members of the Resources Assessment and Evaluation work group analyzed the survey information to identify Anytown County's tested, effective youth-development and prevention resources, as well as resource gaps and areas for improvement. The following criteria were established for effective resources:

- An effective resource should address research-based priority risk factors.
- An effective resource should enhance research-based priority protective factors.
- An effective resource should intervene at a developmentally appropriate age.
- An effective resource should have demonstrated effectiveness in a high-quality evaluation.

Gaps were identified in several ways. Survey items were used to identify resource-specific gaps, such as failure to serve a geographic area of the community. Broader gaps—such as a lack of tested, effective resources that address a particular risk or protective factor—were identified by listing information from each resource on a comprehensive chart.

## **How to use this report**

The Resources Assessment Report is intended to help participants at the Community Planning Training develop Anytown County's Community Action Plan. Participants developing the Community Action Plan should use this report to:

- select tested, effective programs, policies and practices to fill Anytown County's identified gaps
- formulate systems-change strategies to expand or enhance existing tested, effective resources
- reduce overlap and duplication in Anytown County's existing tested, effective resources.

Additionally, we encourage community members to review Appendix C, an inventory of Anytown County's youth-development and prevention resources. The inventory lists all of the resources investigated during the assessment and indicates which resources are identified as tested and effective. Appendix C can help increase community members' awareness and use of these tested, effective resources.

## **Report overview**

The next sections of the report provide detailed information about the community's resources and gaps, organized by priority risk factor. The conclusion presents a summary of the resources and gaps, along with recommendations for future action.





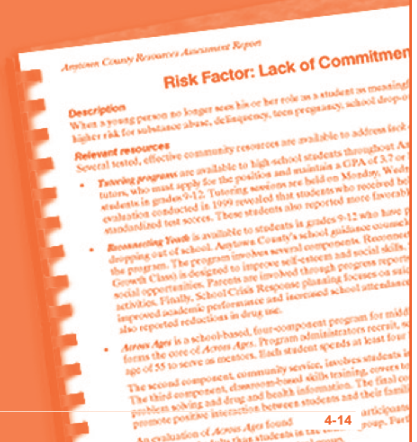
Slide 4-14

## Notes

### Body

Communities That Care

- Key community background information
- Discussion of effective resources
- Discussion of gaps, issues and barriers related to the resources



Community Resources Assessment Training

### Objective 3: Learn how to format and organize the report.

Review the slide.

*The body of the report provides a detailed description of your findings on the resources and resource gaps in your community.*

Direct participants to the sample page in their guides.

Allow about 5 minutes for participants to review the page.

*Can anyone tell me how the body of this report is organized?*  
Pause for response. *That's right—by risk factor.*

*Can anyone tell me what 3 sections are included for each risk factor?*  
Pause for response. *That's right—a description of the risk factor, a section on relevant resources and a section on gaps, issues and barriers.*

*Can anyone tell me the purpose of each of these sections?*

Possible answers include:

- The risk-factor description provides necessary background information. It provides a context for the discussion of resources.
- The section on relevant resources discusses the community resources available to address the priority risk factor and identifies tested, effective resources.
- The section on gaps, issues and barriers discusses the ways in which community resources fail to address the priority risk factor. This section offers recommendations for filling the gaps and for addressing the issues or barriers.



# Sample Page from the Body of a Report

Anytown County Resources Assessment Report

April 2003

## Risk Factor: Lack of Commitment to School

### Description

When a young person no longer sees his or her role as a student as meaningful and rewarding, he or she is at higher risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

### Relevant resources

Several tested, effective community resources are available to address *lack of commitment to school*:

- **Tutoring programs** are available to high school students throughout Anytown County's school system. The tutors, who must apply for the position and maintain a GPA of 3.7 or higher, offer academic assistance to students in grades 9-12. Tutoring sessions are held on Monday, Wednesday and Friday afternoons. An evaluation conducted in 1999 revealed that students who received help from tutors improved their GPAs and standardized test scores. These students also reported more favorable attitudes toward school.
- **Reconnecting Youth** is available to students in grades 9-12 who have poor academic records and are at risk for dropping out of school. Anytown County's school guidance counselors are responsible for referring students to the program. The program involves several components. Reconnecting Youth Class (also called Personal Growth Class) is designed to improve self-esteem and social skills. School bonding activities offer drug-free social opportunities. Parents are involved through progress reports, contact with teachers and support for activities. Finally, School Crisis Response planning focuses on suicide prevention. Evaluations have shown improved academic performance and increased school attendance among program participants. Participants also reported reductions in drug use.
- **Across Ages** is a school-based, four-component program for middle school students. A mentoring component forms the core of *Across Ages*. Program administrators recruit, screen and train community members over the age of 55 to serve as mentors. Each student spends at least four hours every week with his or her mentor.

The second component, community service, involves students in weekly visits with nursing-home residents. The third component, classroom-based skills training, covers topics such as stress management, self-esteem, problem solving and drug and health information. The final component features monthly activities designed to promote positive interaction between students and their families.

An evaluation of *Across Ages* found that program participants showed more favorable attitudes toward school, the future and adults than students in the control group. Furthermore, program participants had better school attendance than students in the control group.

Survey information also revealed resources that meet some assessment criteria but have not participated in a formal evaluation:

- Every Wednesday afternoon, teachers from Anytown County's public school system play pick-up basketball games with students of all ages and skill levels. This extremely popular resource is intended to help students build bonds with teachers and increase dedication to schoolwork.
- **Screenings for Scholars** is sponsored by a local movie theater. Once each grading period, students who have earned a place on the honor roll are invited to enjoy a private screening of a current movie (age-appropriate movies are shown for elementary, middle and high school students) and complimentary refreshments. The program seeks to provide recognition for students' commitment to school.

### Gaps, issues and barriers

Tested, effective resources that address *lack of commitment to school* reach a high proportion of Anytown County's youth. However, approximately 8% of Anytown County's youth attend one of our community's vocational schools. The tested, effective resources discussed above are not available to the students who attend these schools. Existing tested, effective resources that address *lack of commitment to school* should be expanded and new tested, effective programs should be implemented to reach students at Anytown County's vocational schools.



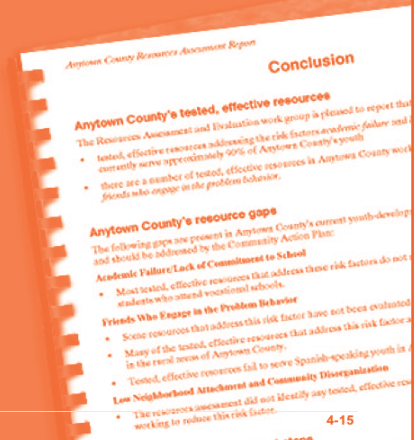
Slide 4-15

## Notes

### Conclusion

Communities That Care

- Summary of key findings
  - Effective resources
  - Resource gaps
  - Issues and barriers
- Recommendations for next steps



### Objective 3: Learn how to format and organize the report.

The conclusion should summarize the report's key findings. These findings should include information about tested, effective community resources, as well as gaps, issues and barriers. The Resources Summary Worksheet from Module 3 is an excellent foundation for the conclusion of your report.

The conclusion should also include recommendations for the next steps in the Communities That Care process. For example, the conclusion might include recommendations on how board members attending the Community Planning Training can use the information to develop your community's Community Action Plan.

Let's take a look at the sample conclusion on the next page of your guide.

Allow participants a few minutes to review the sample conclusion.

Are there any questions about the information the conclusion should include?

# Sample Conclusion

*Anytown County Resources Assessment Report*

*April 2003*

## Conclusion

### Anytown County's tested, effective resources

The Resources Assessment and Evaluation work group is pleased to report that:

- tested, effective resources addressing the risk factors *academic failure* and *lack of commitment to school* currently serve approximately 90% of Anytown County's youth
- there are a number of tested, effective resources in Anytown County working to reduce the risk factor *friends who engage in the problem behavior*.

### Anytown County's resource gaps

The following gaps are present in Anytown County's current youth-development and prevention efforts, and should be addressed by the Community Action Plan:

#### Academic Failure/Lack of Commitment to School

- Most tested, effective resources that address these risk factors do not reach the 8% of Anytown County's students who attend vocational schools.

#### Friends Who Engage in the Problem Behavior

- Some resources that address this risk factor have not been evaluated for evidence of effectiveness.
- Many of the tested, effective resources that address this risk factor are unavailable or inaccessible to youth in the rural areas of Anytown County.
- Tested, effective resources fail to serve Spanish-speaking youth in Anytown County.

#### Low Neighborhood Attachment and Community Disorganization

- The resources assessment did not identify any tested, effective resources in Anytown County that are working to reduce this risk factor.

## Recommendations and next steps

The next step in the *Communities That Care* process is to create a Community Action Plan. This report offers the following recommendations for Anytown County's Community Action Plan:

- Expand existing tested, effective resources to address the risk factors *academic failure* and *lack of commitment to school* in vocational schools. If necessary, select new tested, effective programs, policies or practices to accomplish this task.
- Supplement untested resources that address the risk factor *friends who engage in the problem behavior* with tested, effective programs, policies and practices.
- Expand existing tested, effective resources that address the risk factor *friends who engage in the problem behavior* to serve youth in Anytown County's rural areas. Expand existing tested, effective resources to serve Spanish-speaking youth, or select new tested, effective programs, policies and practices that target this population.
- Select tested, effective programs, policies and practices to address the risk factor *low neighborhood attachment and community disorganization*.



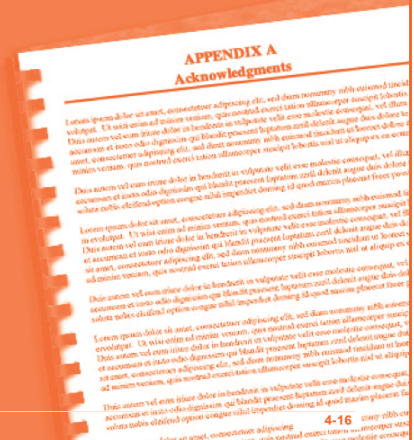
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## Notes

### Appendices

Communities That Care

- Acknowledgments
- Supporting data
- Other relevant information
- Inventory of resources



Community Resources Assessment Training

### Objective 3: Learn how to format and organize the report.

*Appendices include supplemental information that may be useful to some readers but is not included in the report itself. For example, appendices might include acknowledgments of those who helped complete the resources assessment, supporting information, a glossary of special terms or other relevant background information that doesn't belong in the report itself. We also recommend including your inventory of resources as one of the appendices.*

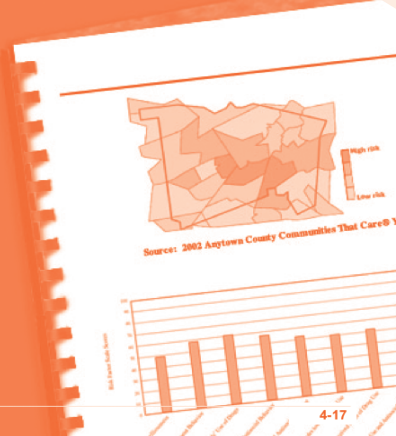
*Does anyone have any questions about organizing a Resources Assessment Report?*

If you brought copies of reports prepared by other communities, distribute them among the tables. Ask participants to comment on what they like about the reports, and what could be handled differently to meet the needs of their intended audiences.

## Creating an effective report

- Use visuals.
- Acknowledge sources for all information.
- Include definitions.
- Provide relevant background information.

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# Notes

### Objective 3: Learn how to format and organize the report.

Here are some important things to keep in mind as you prepare your Resources Assessment Report:

Read each item as you click it onto the screen and elaborate as follows:



A report that features page after page of unbroken, dense text can seem intimidating and inaccessible to many readers. Can anyone think of a way to make your report more accessible? [Possible answers include: tables, charts, graphs, maps and photographs of the community.] Visuals can be used to break up long blocks of text or to highlight important pieces of information.



Acknowledging sources lends credibility to the information. Be sure to include citations when presenting ideas from another author's work, and include a source line underneath each table, chart or other visual element.

# Notes



*Your report may include terms that are unfamiliar to some readers, such as risk factors, community resources and gaps. Carefully defining terms can increase the clarity of the information you present and help all readers interpret terms in the same way. Where in your report might you include definitions? [Possible answers include: in the main text or as a separate glossary in the appendices.]*



*It's also important to explain any factors that may have influenced the information your report presents. For example, if several resources failed to complete the survey, it is important to include this information, so readers understand why information is missing.*

## Communities That Care

Community Resources Assessment Training

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Once the report is complete, you need to decide how you will distribute it to the target audiences you identified earlier. When deciding the best way to communicate with different stakeholders in the community about the report, it's important to keep in mind the different interests of audience members and how they will use the information.





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# Notes

## Educating the community

Communities That Care

- Key Leaders
  - Executive summary
  - Briefing
- Community members
  - Media relations
  - Community forums

### Resources Assessment Report

Anytown County, USA

Prepared by:

Date:

4-19

Community Resources Assessment Training

### Objective 4: Plan for the distribution of the report.

Communicating the results of the community assessment to Key Leaders and the broader community is critical to securing support for the next steps in the Communities That Care process. You should work with the Community Outreach and Public Relations work group to develop multiple methods for educating the community about the assessment results. Here are some ideas:

- Before the report is released to the public, brief Key Leaders on the assessment results. Hold a meeting with Key Leaders to present the results and identify any potential “hot buttons” that may arise as a result of your report, and plan in advance for addressing these. For example, you may want to work with Key Leaders to decide the best way to communicate with representatives from resources that your assessment has found ineffective, unevaluated or overlapping.
- When the report is ready to be released to the general public, enlist your Champion and/or Key Leaders experienced in working with the media to assist with a press release and press conference. Be sure to highlight tested, effective resources that are serving your community, as well as areas to improve.
- The more community members understand the Communities That Care process, the more support you will have for implementing the Community Action Plan. Community forums are one way to educate and update the community about the Communities That Care process and share the assessment results.

## Communities That Care



Ask participants to brainstorm any other necessary actions to include in the plan.

## Work Plan

[illegible]



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Notes

Review the slide.

# Notes